DOCUMENT RESUME

ED 133 993 FL 008 086

AUTHOR Neville, Edwin L., Jr., Ed.
TITLE Proceedings of the 1975 NASILP Conference.
INSTITUTION National Association of Self-Instructional Language Programs.
PUB DATE 19 Sep 75
NOTE 47p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Audiovisual Instruction; Autoinstructional Aids; *Autoinstructional Programs; *College Language Programs; *Conference Reports; Higher Education; *Language Instruction; Language Programs; *Program Administration; *Second Language Learning; Teaching Methods; Tutors; Uncommonly Taught Languages

ABSTRACT

This was a working conference designed to elucidate the practical applications and benefits of self-instructional language programs and to point out what not to do as well as how to run a program for colleges and universities who would like to begin language instruction in one or more of 27 languages available through NASILP. It was also geared to the needs of Campus Directors of existing self-instructional language programs by calling attention to new developments in audiovisual methods in language instruction and stressing quality and credibility in maintaining or raising standards. The proceedings contain papers from three workshops on the Examiner, the Program Director, and the Learning Center. The Panel of Examiners included Eleanor Jorden in Japanese and Jim Gair in Hindi from Cornell University, Edna Coffin in Hebrew from the University of Michigan, and Walter Lagerway in Dutch from Calvin College. The Panel of Program Directors presented case studies of how self-instructional language programs had been administered at three colleges: The University of Tennessee, Skidmore College and Warren Wilson College. The Learning Center session projected conceptually what a Learning Center is and how a self-instructional language program fits snugly into its operation. It was moderated by the Audio-Visual Director of California State University at Chico. Also included are brief addresses presented at the dinner meeting by Ward Morehouse and Peter Boyd-Bowman, as well as pertinent excerpts from the business meeting and a list of registrants. (Author/AM)

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Proceedings of The 1975 NASILP* Conference

Edwin L. Neville, Jr., Editor

Canisius College
Buffalo, New York

*National Association of Self-Instructional Language Programs

FL008086

NATIONAL ASSOCIATION OF SELF-INSTRUCTIONAL LANGUAGE PROGRAMS

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EDITOR'S NOTE

This is an attempt to set before you a written record of the 1975 NASILP Conference held at Canisius College on September 19th and 20th. Although the speakers and panelists were well prepared, they all spoke from notes. Fortunately, major portions of the conference were recorded on video tape. As editor, I had the task of taking notes from the video tapes, typing them up and sending them to each of the speakers. There was an uneven response. Some edited their remarks and returned excellent articles. Others sent me a summary of their papers for which I am grateful because the video tapes of their remarks were missing. I edited those who did not respond and if any errors appear in the following pages, I am responsible. Forgive me. The lateness in sending you the Proceedings is due to the fact that I have no secretary. However, the final copy of these proceedings was typed by Mrs. Marian Stelter to whom I am grateful.

This was a working conference designed to call attention to new developments in audio-visual methods in language instruction, to meet the needs of the Campus Program Directors, Examiners, and colleges and universities which would like to begin language instruction in one or more of the 29 languages available through NASILP, and to maintain and/or raise standards where necessary. There were three workshops with panels which all the participants attended: (1) The Examiner, (2) The Program Director, and (3) The Learning Center. In addition, there was a Dinner Meeting, a Business Meeting, a visit to the NASILP Secretariat, and free time to exchange information over cocktails and coffee.

Quality and credibility were stressed throughout the Conference. Ward Morehouse hit this hard at the Dinner Meeting (see page 32). Examiners and Program Directors alike elucidated the practical applications and benefits of self instructional language programs and pointed out what not to do as well as how to run a program. Sonja Karsen, Chairman of the Modern Language Department at Skidmore College, showed how the program at her college had been administered from the beginning. (see page 7) Edna Coffin, an examiner in Hebrew detailed specifically the system she followed in her examining duties (see page 15). Bill Pang, Associate Professor of Languages, as well as Director of the Audio-Visual Department at Chico State put on a virtuoso performance in projecting conceptually what a Learning Center is and how a self instruction language program fits snugly into its

operation. (see page 34). Unfortunately, all we have is an outline of his presentation, but it is excellent and a number of institutions have utilized his availability to hear his presentation on their campuses.

Those attending remarked on the variety of disciplines represented by the list of Registrants (see page 40), most of whom do not belong to NASILP. It bodes well for the association's future plans which will be discussed in the next newsletter and at the 1976 NASILP Conference to be held on September 24th and 25th at Skidmore College where Dr. Sonja Karsen will be our hostess.

Edwin L. Neville, Jr.
Department of History
Canisius College
April 1, 1976

SESSION FOR CAMPUS PROGRAM DIRECTORS

Chairman: William Rowell
Panelists: Warren E. Gaston and Sonja Karsen

Dr. Warren E. Gaston
Assistant Dean
Office of Admissions and Records
The University of Tennessee

At Tennessee, we have a very fortunate situation. We are able to offer nineteen languages. All are classroom instructional programs with the exception of the Chinese program which was initiated this spring as a self-instructional language program. The University Faculty Committee had already approved Chinese as a classroom instructional program two years earlier, but did not find an instructor and no longer had funds to employ one. The desire to have Chinese allowed us to substitute. We got a quality product, one that is academically respectable and credible and one that doesn't cost too much either.

We insisted at Tennessee that it was not going to be done without some sort of recognition on the part of the dean that time was being expended and that expense was involved. We insisted that there had to be funds designated not only for equipment and materials and tutors and for classroom space but there also had to be funds designated for the director of the program. This was done in our case and I encourage you to insist on this from the outset. If you ever get started and it doesn't cost the institution anything, the administration will certainly expect you to operate on that basis or even cheaper than that if they can.

Start off on the right foot. Let the administration know that it does take time and that there is expense involved. Although I receive nothing, personally, as the Director of the Critical Language Program, it is an expense to the Asian Studies Committee and the College of Liberal Arts. This is a very important factor in the whole program.

We, as I have indicated, have begun only one program - this is Chinese. We began in the spring quarter, and we have 14 students. Among the 14 were 3 faculty members. All 14 who began the course completed it, and all were given very high grades (A's or B's) by our visiting examiner from Duke University. We asked for a critique by this gentleman who, I'll have to say, was somewhat skeptical of the possibility of success on the part of our students. The report was made directly to the deans. It was a very favorable report, one which, we think, will allow us to expand our offerings next year.

EXECUTIVE PROGRAM DIRECTION

by Sonja Karsen, Skidmore College

It is indeed a pleasure to be able to tell you something about the Critical Languages Program at Skidmore College. The study of Non-Western Languages began in 1967, under Professor Chu and at that time it was a part of New York State's Carnegie-supported program launched in May of 1966 and destined to expire in the spring of 1971. Beginning in 1970 it became self-supporting at Skidmore College. Originally, the two Non-Western languages offered were Elementary and Intermediate Chinese and Japanese. When Dr. Chu retired in 1970, the administration asked the Department of Modern Languages and Literatures to take over the responsibility for this program. At the time we thought it was a small additional responsibility but later realized that it was quite a bit of extra work, largely because the number of students taking these courses increased.

In 1974 Skidmore College was awarded a grant from the National Endowment for the Humanities Committee for an Asian Regional Studies Program. The Department of Modern Languages and Literatures benefits from this grant for its self-instructional program in Chinese and Japanese. This grant runs for three years, and during the academic year 1974-75, was devoted to a Chinese concentration. At present it focuses on Japan and next year will discuss India. Last year was the only time that in connection with this program a regular class in Elementary Chinese was taught and an instructor appointed for that purpose. Our program, as can be seen from the appended enrollment table, has been devoted primarily to Chinese and Japanese, and during the academic year 1973-74, we added Hebrew and in 1974-75 we started Portuguese. Since 1970, Elementary and Intermediate Russian have been included in this program. In general, the students are, I think, highly motivated, and judging by the grades given by the outside examiners, they seem to have worked very well indeed. Grades have been mostly in the A and B range with an occasional low final grade for a poor performance. It should be noted that the great problem for a program of this kind is to get properly qualified tutors. The difficulty arises primarily because they are not trained teachers, but more often are students fluent in one of the critical languages being offered. This past year we had quite a difficult time to get a student who could work as a tutor in Mandarin, since most of our students come from Hong Kong and speak Cantonese. We

also had a problem with Hebrew as we had no Israeli student on Campus. We solved the problem by scouting the community and finally came up with a very charming lady who holds a B.A. degree in Hebrew from Brooklyn College. Needless to say, she demanded considerably more than the $4.50 hourly rate we pay our tutors during the current academic year. Since the students insisted on Hebrew and the College wished to oblige, the administration authorized me to enlist the lady's services for more than double the amount we regularly pay. Since our examiner in Hebrew was examining at SUNY, Buffalo, the College also paid for the students' round trip air fare between Albany and Buffalo. So you can see that it was indeed an expensive venture for the College to offer Hebrew.

It is fortunate that the Department has a budget item entitled Supplies and Expenses because it gives us, this year for instance, about $7000 to operate with. The reason why the administration has granted us this amount is so that we do not have to hold back on the Critical Languages Program. The reason behind this is that modern languages as such are not, as you know, really in a very favored position at present. Since we no longer have a language requirement (we lost it in 1972), we do offer whatever we can to attract students and that includes the critical languages. As yet, we have not been told by the administration that we are spending too much money for this program!

It is our considered opinion, that students in the program must be highly motivated because the study of the critical languages requires a great deal of self-dicipline. Students are issued a Sony tape recorder and a record of the materials they are issued, including the serial numbers, is carefully kept. This, of course, involves quite a bit of bookkeeping, but we feel that we have to do this in order to get our tape recorders back. We feel the system has paid off as we have not lost a single Sony or Wollensak tape recorder in the five and one-half years that we have operated the program. However, we have lost a few tapes but, of course, they are easily replaced as long as the master tape is never handed out but carefully kept under lock and key.

We have felt that the Self-Instructional Language Program has enhanced the offerings of the Department of Modern Languages and Literatures and we hope that the program will grow in the future.

SKIDMORE COLLEGE
CRITICAL LANGUAGES PROGRAM

Enrollment

1970-71		
Fall		Spring
Chinese I	2	3
Chinese II	2	2
Japanese I	4	4
Japanese II	1	1
Russian I	1	1

1971-72		
Chinese I		1
Chinese II	1	1
Japanese I	3	1
Japanese II	1	1
Russian I	5	1
Russian II	4	2

1972-73		
Chinese I	5	
Japanese I	1	15
Russian II	1	

1973-74		
Chinese I	2	5
Chinese II	4	2
Japanese I	2	2
Japanese II		1
Russian I	2	1
Hebrew II		1

1974-75		
Fall		Spring
Chinese I		8
Chinese II	1	
(intensive Elementary Chineese in connection with the Asian Studies Program.)		
Japanese I	2	4
Japanese II	1	
Russian I	3	5
Russian II	1	
Portuguese		1
Hebrew		1

1975-76	
Chinese I	2
Chinese II	1
Japanese I	2
Japanese II	1
Russian I	4
Russian II	1

Professor William Rowell
Warren Wilson College

As for my institution which is really small, we have 20% of our student body from overseas. This is an enviable position as far as having tutors available in various languages. I inherited the program right after it started. The college decided it would jump in with about eight different languages the first year. The tapes were inadequate and all the text books weren't available. This was a problem. The program had been approved by the faculty on the basis that we would have outside examiners and local native speakers. We got started in this fashion. However I would like to reinforce what you have already heard that there is a tendency after you're organized and started to cut your budget. They know you have tapes but do not know what you need new tapes for. They don't realize that it is an inadequate and unsatisfactory budget.

There is also the tendency to question why you have to spend $100 on an examiner. So and so speaks Hindi for five years and he got his doctorate in India. Let him examine him. There is that tendency. Or else the thought is expressed to send the student to Wake Forest or someplace else and let him be examined there and then you can pay the examiner less than to bring him up to our institution.

I am opposed to that because I find that I get as much out of the presence of the examiner as the student get a grade. It is the only opportunity I have to consult with the examiner on the quality of the materials and what constitutes a semester work. When we were organized, it was nice to assume that a text book was a two semester text book, but this is not the case. We are actually struggling with the question, "What is a satisfactory amount of material for a student to be responsible for during a semester?"

This brings up the question talked about last night. Perhaps students ought to sign a contract in blood as what they are going to do. It is strange that at the end of the semester, some students make the following statements. "I didn't realize it was so constructed." "I didn't know we were going to do that many chapters." Maybe a form of a contract is worthwhile containing statements for each language, the number of chapters, who the examiner will be, how many hours they should spend in the language lab.

I still have the feeling that at least part of the student's

time should be spent in the language lab where you have a little control and know if they are really putting their time in.

The tutors don't always respond too well with feedback. My feeling is that you ought to meet with them weekly or once every other week at least. They tend to want to become teachers. It's a cushy job, one of the nicest jobs on campus. They are quasi-professionals. They act like one. One young girl let me know that she had been teaching Chinese before I arrived at the institution and she wasn't about to have a conference with the director. You run into problems like these but most tutors are conscientious and do a good job.

There is difficulty in setting the program up semester by semester as far as registration is concerned. We try to pre-register in the spring or fall but invariably some one will come in the first week after registration and say, "I've got to take Arabic. I'm going to Lebanon next semester and I've got to have this to get prepared." You don't have a tutor lined up. You find one quickly. He's already assigned a job on a work program. He likes the job he's got. He's chosen it himself and you have to try to con him into leaving the job he might prefer with the problem then that this one student might suddenly half way through the semester decide he better not go to Lebanon after all. Arabic is impossible. What do you do with the tutor then for the rest of the semester. You have to provide him with work. In actual practice I would try to put him in charge of the language lab. It raises a problem sometimes.

We try to maintain three in the languages we have been offering and we have generally been able to do that. A group of three taking a language together, competing, spreading their enthusiasm and sharing their problems provides reinforcement, but I have a feeling we have not done enough reinforcing, especially culturally. However, the structure is a reality here. We have a problem which you probably wouldn't have too much of in a more concentrated area of institutions. We cannot afford to bring in an examiner for any great distance. It's amazing what you can dig up. There's a man hidden away in the French department in the University of North Carolina in Greensboro who teaches Arabic. I just happened to find him by chance in the Modern Language Directory, but he wasn't listed in the college catalogue. I called the chairman and he said, "Oh yes, we did offer it, but we decided we didn't want to get into the program, but he's well qualified." Actually I have been fortunate in lining up examiners because I have a barrel of

resource people in the area. I think some of us in the southeast are going to try and get our own list of local examiners together and most of them have been very helpful. They have been concerned with maintaining the standards of the program. One examiner did say, "If I flunk this kid, will it ruin your program?" And I said, "No, is there much difference between the D you gave the other kid and the F you gave this one?" "There is a great deal of difference." And the word spread. Motivation for languages is something that's been difficult to assess. I generally gave the Modern Language Aptitude Test to everyone. We went all the way from 98% percentile to 1% percentile. The 98 percentile girl is in the Navy studying languages now. She already has three under her belt.

We were talking about Hebrew as a community project. We get a lot of publicity in the local press about the public being invited to participate. Most of them don't because of the distance out of town and they have to commute, but it can be a valuable experience that way.

Another difficulty is the tutor who does more teaching than he should. He is concerned that the student has no place else to go but the text book, and he becomes an instructor. Other than monitoring the tutoral sessions constantly it is a little hard to preclude that. I have tried to regularize the meetings. I have found that if you have them pinned down to a particular class room with the possibility that you may show up at any time, they are a little more prone to become regular.

As has been mentioned, don't let any one get a hold of your master tapes. I have them locked in my file cabinet. The most amazing thing is that I have tapes with two or three things recorded over them. I don't quite see how it can happen theoretically. You'll be going along fine with a set of tapes and there will be a couple missing in the middle. Things like that can be most aggravating. So guard your masters. I make what I call submasters. I do that myself. No one except me lays a hand on the master which gets locked up.

The sub-master is what the Language lab uses to make copies for the student. It's a round about way, but I think it's worthwhile.

SESSION FOR EXAMINERS

Chairman: Edna Amir Coffin
Panelists: Walter Lagerwey, Eleanor Jorden and James Gair

Dr. Walter Lagerwey
Professor of Dutch Language, Literature and Culture
Calvin College

.....Dr. Lagerwey gave a critique of the goals for foreign language acquisition as stated in the guide book of NASILP. A summary of the presentation in his own words follows:

"My concern was to emphasize the limitations inherent in organizing a course of independent language study for the Dutch language which would extend over four or five semesters. Thus I called attention to the considerable differences in difficulty of learning several languages offered under the NASILP program. Basic audio-lingual facility or competence in Dutch might well be achieved in one year, whereas for some other languages, notably oriental and semitic languages, a basic audio-lingual competence might require at least two years.

"When one seeks to build on the basic audio-lingual competence, whether mastered in one or two years, you are limited by available materials. In almost every case where study materials have been developed for the so-called neglected languages the only course available is in fact a Reader. Such readers are generally not geared to an audio-lingual approach. There is, in many instances, no bridge from the audio-lingual approach of the basic course to the reader course of the second level. Indeed, I suspect that many readers are not intended for self-instruction. I then proceeded to make a specific critique of available materials for the study of Dutch on an advanced level. My conclusion: Each examiner for the NASILP program must set his own goals, utilizing such study materials as are available, often adapting these to his or her needs, and it may well be that a second year course will necessarily emphasize reading rather than spoken language competence. Even here there are special problems, since the readers are limited for neglected languages. They tend either to be journalized prose or literary - that is true for Dutch and I think

for other neglected languages. The situation demands a creative approach by the examiner who sets goals hopefully keeping in mind the needs of the students and working with available learning materials.

"My talk was illustrated with numerous examples selected from advanced level materials for the study of Dutch. I discussed among others: an unpublished Cambridge University advanced level course for Dutch, commenting on its excellent contact, but its imperfect pedagogy. I also talked about a course entitled: Voor wie al wat Nederlands kent, published by professors at the Wetenschappelijk Onderwijs Limburg, Kiepenbeek, Belgium who include: J. Wilmots, A. Wethilij, X. Staelens, J. Cajot and J. deRooij. The limitations of this course as well as its good points were brought out. I also called attention to several readers for Dutch, a literary reader by L. Bird and W.Z. Shetter entitled: Een goed begin ... a comtemporary Dutch reader and published by M. Nijhoff, The Hague, Netherlands. This reader I contrasted with the most recent publication of the Foreign Service Institute whose Dutch Reader, just fresh from the presses of the Government Printing Office is journalistic prose which is geared to the need of government officials and military men, and not necessarily to the independent student in a N.A.S.I.L.P. study program."

PRELIMINARIES AND PREPARATIONS FOR EXAMINATIONS:

EXAMINER'S REPORT AND EVALUATION

by Edna Amir Coffin, University of Michigan

The self-instructional language program (SILP) is designed to offer students the opportunity to learn foreign languages not regularly offered as part of the university cirriculum. This is accomplished by a guided individualized study. Not all language skills are equally emphasized in such programs, as most stress the practical command of the target language. The program is designed to meet the needs of students who want to use the language mainly for speaking purposes.

The undertaking of SILP involves a contractual relationship between students in academic institutions which offer such a program, and a director who is a person appointed to serve as the facilitator for such a program. The program director is obliged to supply all the necessary resources that the students must use during the period of learning, and to take steps to ensure the quality of the program and to maintain its standards, while the students take upon themselves a commitment to complete the study of a defined body of materials and to achieve a reasonable control over the assigned materials. The resources at the student's disposal are written and taped materials, as well as native speakers who serve as drill masters and monitors, and meet with students at regularly arranged times during the contracted period of study.

This type of language program has the advantage of being a very felxible one, as students are able, within limits, to set their own goals and pace of learning. It also emphasizes the learning aspect rather than the instructional one, and shifts a great deal of responsibility to the learner. There are some problems in that of quality control of SILP. A very effective mechanism which has been built into many of these programs in order to assure the quality of the program has been the active involvement of a qaulified outside examiner who checks and evaluates the student's work at the end of each term of learning. The outside examiner is a person who has the proper academic credentials and qualifications and who is actively engaged in the instruction of

the target language in a recognized academic institution. In order to complete the course of study and to receive academic credit for work done during the term, students must be examined at the end of the term by this language specialist. It is not only a process of evaluation of individual student's work, but it is also a process by which the standards and quality of the program are maintained.

The final examination which occupies but a short time (30-45 minutes) of the student's total experience with the study of the new language is one of the most meaningful procedures in SILP, and yet it is, without a doubt, one which generates a great deal of anxiety in students, who are not sure what to expect during such an examination. The fact that the students are not acquainted with the outside examiner is an important factor which contributes to that anxiety. The nature of the examination, an oral examination which involves instant responses, constitutes a source of concern as well, Not to be minimized is the apprehension due to the fact that the one performance during the term determines to a large extent the grade that the student receives.

It is important to see to it that students do not view the final examination as a major threat to them, but come to regard it as a meaningful test and evaluation of their newly aquired language skills. In order to alleviate the students' concerns and to help them prepare for the examination, it is necessary to explain to them in great detail the function of such an examination and the procedures likely to be used during its administration. It is also important to let the students understand that their performance does indeed reflect their accumulated knowledge acquired throughout the term, rather than being just an evaluation of a single performance. The tension in anticipating such an examination cannot be totally eliminated, but much of it can be alleviated by proper preparations.

The first step to be taken by the program director, whose responsibility is to coordinate all aspects of SILP, is the choice of an examiner. It is the director's responsibility, when offering such a program, to obtain the services of the best examiner available. This person will serve also as a consultant to the director offering suggestions for the improvement of the program, as well as assigning grades for individual performances. The director can choose an examiner from a roster of qualified examiners compiled by the National Association for Self Instructional Language Programs (NASILP), or contact an academic institution which offers in its regular program the instruction of the specific language to be offered in SILP and obtain the names of potential examiners.

The criteria for choosing an examiner in a given language is not only proficiency in the language, but also professional qualifications for teaching the particular language, and an understanding of SILP, its goals and techniques. It is not sufficient to have native speakers with advanced academic degrees in other areas of study serve as examiners. An Iranian engineering professor is not qualified to test in Persian, nor is a Japanese sociologist the proper person to be the language examiner in Japanese (unfortunately, these types of people have been used by few universities in the capacity of examiners, to the detriment of the program).

Once the proper choice of an examiner has been made, the director must initiate contact with the examiner. This contact should be made at the beginning of the study term, and not towards the end of the term close to the examination period. The initial contact between the director and examiner should include a discussion of the following topics: the choice of materials, the amount of materials to be covered in a given term, the time for the examinations, the procedures and conditions for administering the examinations, as well as financial arrangements covering the fee and the travel and lodging expenses incurred by the examiners.

The choice of materials may be made by the director upon recommendation by NASILP, based on experience in using suitable materials in similar university programs. In such a case, the director needs to inform the examiner as to what materials are being used in the course, and to make sure that the examiner is either familar with these materials, or has plenty of time to familiarize himself/herself with them. The director may want to consult with the examiner and ask him/her to recommend study materials. In such a case, the director must make sure that the examiner understands the nature and needs of SILP with its emphasis on practical control of the target languages, which often is quite different than the emphasis put on language instruction which takes place in a traditional setting.

The decision as to how many credits should be awarded for the material covered during the term of study is too often an internal matter decided upon before consultation with the examiner. There are problems which have arisen consequently and eventually should be addressed. Since SILP is offered in accredited universities and colleges, the granting of credits should conform to the standards set by these institutions. An examiner can indeed be very helpful to the director in making such decisions. Directors are not experts in the languages offered through SILP and cannot be expected to make all decisions independently. It is necessary to

understand the text being used, the difficulty of the units, and what constitutes a reasonable minimum as well as mixiumum of study to be covered in a given amount of time, and to be awarded a particular number of credits. While students can offer a very important feedback in this area, they should not be totally relied on as a guide, and should not be expected to make decisions of this nature. There are overzealous students who like to cover a lot of material, and often end up doing too much but not fully mastering any of the units of study. There are also students who regard any self-instruction program as an "easy" program to which minimum attention is paid during the semester, and they tend to set unreasonable low goals for themselves, such as covering two units in an entire semester, which could be easily completed in two or three weeks. Very definite decisions must be set in terms of the number of units which constitute minimum and maximum goals right at the beginning of the term in consultation with the examiner.

The setting of such a definite number of units to be covered in a given semester, is also very helpful to the examiner. If an individual examiner is expected to test students' performance in several levels of language learning, it is easier to cope with three or four sets of tests which are administered to students at different levels, than to have to manipulate 12-15 different sets of examinations. Flexibility can be built into programs to accommodate students who are very ambitious, as well as those who, for whatever reasons, do not wish to cover a lot of material, and the credits granted can be adjusted according to the number of units covered. Students can be offered, for example, the choice of covering the first five units in a given textbook, or the first eight units. Two sets of examinations can be composed and administered. However, the absence of any clear guidelines in this area can often result in a great deal of confusion and difficulty in administering the examinations.

Deciding on the time at which these examinations are administered is an important issue as well. Most examiners have teaching schedules which are demanding, but if contacted early enough can find a mutually agreeable time for giving the examinations. Conditions during the examinations should be discussed by the director and examiner as well. Examiners should not be expected to test more than 8-10 students per day, as it is difficult to keep one's alertness and attention for any longer. The financial arrangements should be taken care of by the director, who can expect

to pay the examiner the standard consultation fee for examiners and other consultants. Arrangements should be made before the arrival of the examiner, and should be very business like. The experience of some examiners has been very poor in this area, as some directors are very negligent in attending to such matters.

The language examiner can also have a valuable input on the choice of native speakers as tutors for SILP. There are times when a SILP director may wish to check the competence of a tutor who is being employed for the first time in such a program. It is possible to arrange for a telephone interview of the tutor by the examiner. The examiner can determine in a short time the degree of competence of a particular tutor. The examiner can also discuss the course materials with the tutor, and further explain to him/her what the function of the examiner is and what type of examination can be expected. Contact between tutor and examiner can thus be very beneficial, especially when a new tutor is involved.

Early contacts between director and examiner, as well as tutor and examiner, can thus be very helpful in setting up a program as well as in arranging for the final examination, but most important is the preparation of the students. It is necessary to prepare them not only by making sure that they study the assigned materials, but by disseminating adequate information about the nature of the examination. The examination, which is largely an oral test, is designed to test the students' familiarity with the materials assigned to them for the course of study. It should be made clear to the students that no additional knowledge is expected from them, and that, by the same token, the test does not address itself to examining other contexts not included in the course. Skills that will be looked for are listening-comprehension, production of correct sentences, fluency, pronunciation, and whenever agreed upon, also some reading and writing skills. The ease of use of new vocabulary and structures are tested throughout the examination. To demonstrate what procedures are used to test the above skills, it is advisable to have a sample examination available for students at all levels. The procedures illustrated by the sample are not necessarily always followed by the examiner, but are representative of the type of activities which take place during the examination.

A sample examination for the first level of Modern Hebrew is included in the appendix, and it consists of seven parts. The first part is an informal conversation based on the vocabulary

in the first five units of Lessons of Modern Hebrew (Edna Amir-Coffin, The University of Michigan, 1974). This conversation allows the student and examiner some time to get acquainted, as well as serves as a measure of the student's ability to understand and respond to basic questions in Hebrew. The second component in the examination consists of situations (only one if offered in the same as an example) in which the students have to respond within a given context. A set of sentences defines the situation, and the student is directed as to how to respond to each set of circumstances. These situations are based on the vocabulary of the lessons, and are designed in a similar pattern to the situations presented in the dialogues of the lessons. The third part of the examination has been found to be a very valuable tool for testing comprehension and production: it is a set of unrelated questions to which the students have to respond immediately. The responses have to be spontaneous and instantaneous. Most of the questions relate to the stories or dialogues presented in the book, and can be answered in terms of the content of the book. However, adventurous students often go beyond the book and create their own context in answering the questions.

The fourth component is designed to test specific grammatical points. It is a highly structured part of the examination, and elicits very specific types of information. Features such as agreement, verb conjugation, use of adverbs and adjectives, use of correct prepositions, and other features are tested in this manner. The fifth part of the examination concentrates on testing the students' comprehension of larger contexts and not just individual sentences. A couple of short taped selections are played for the students. These selections can be taken directly from the book, or may be especially composed for the examination, resembling similar passages in the book. Students may hear each passage two or three times. After each passage, they are asked a number of questions, either verifying certain facts, or eliciting information about the passage. They do not see the text, they only hear it read at a normal speed.

Students of Modern Hebrew in most SILP studies are required to learn the basics of reading and writing as well, so these skills are tested also. Students are asked to read a short passage from the book, and are asked to answer questions about that passage in writing (the text is available to them).

The last component is an optional one, which involves a direct translation of a short passage from English to Hebrew. This is a difficult task for beginners, and is usually given to the more advanced students.

Students who see the sample test know exactly what to expect at the end of the term. They will not know the specific questions that they will be asked, but they will know what form the examination will take, and what types of skills and structures will be examined.

Just as it is important for the students to know something about the examiner and the examination, it is helpful for the examiner to have some background information about the students. In preparation for the examination, the director should see to it that some background information is compiled on each student. A questionnaire can be filled out by students giving pertinent information about their academic background as well as reasons for participating in SILP. It is advisable to administer the Modern Lanugages Aptitute Test and have that information available to the examiner as well.

These preparations on the part of all participants in SILP will help to achieve a successful completion of the course by the students, and minimize the often unrealistic fears in the face of a one determining examination at the end of the course.

Edna Amir Coffin
Ann Arbor, 1975.

APPENDIX

Sample test in Modern Hebrew

(based on first five units of
Lessons in Modern Hebrew, Level I, Part I
Edna Amir-Coffin
University of Michigan, 1974)

PART I

Informal Questions — IN HEBREW

1. What is your name?
2. What are you doing in New York?
3. Are you a student at New York University?
4. What are you studying?
5. Where does your family live?
6. Is X close to/far from New York?
7. Where do you live in New York?
8. How do you get to the University?
9. Where do you eat? Is the food good?
10. Do you know many people in New York?
11. Do you like the city? etc.....

PART II

Situation — IN ENGLISH

1. (You see Jonathan in the street) ask him from where he is coming and to where he is going.
2. (He tells you he is coming from the beach and going home. He wants to know where you are working). Tell him that you work at the newspaper "Ha'aretz".
3. (He tells you that he works there too). Ask him what he does. Ask him if he writes articles for H'aretz.
4. (He tells you that he is crime reporter). Ask him if the work is interesting.
5. (He asks you about your brother Zvi). Tell him that Zvi works for Kol Yisrael.
6. (He wants to know what he does there). Tell him that Zvi reads news in the morning.
7. (He asks him if Zvi just reads the news or also prepares the news). Tell him that he writes news and reads news.

PART III

Questions and Answers IN HEBREW

1. Where is Rina going?
2. Who are you writing to?
3. What are you writing?
4. What newspaper does Yossi read?
5. Where is your apartment located?
6. Do you know Mrs. Zahavi?
7. Where does she work?
8. Who works at the bank?
9. What is Ron doing at the hospital?
10. Who is Zvi visiting at the kibbutz?
11. Is the new book interesting?
12. Do you know Ron Cohen?
13. Is Rina a friend of Ron's? Does he know her?
14. Where is the bus to the beach?
15. What's Zvi's last name?
16. Who is this man?

PART IV

Grammatical Structure (examples only) IN HEBREW

a. infinitive
examiner: we live in Tel Aviv
Student: We plan to live in Tel Aviv

examiner: Dan is writing a book.
Student: Dan plans to write a book.

b. prepositions
examiner: house; university
Student: The house is located next to the university.
The house is located far from the university.
The house is located close to the university.

c. adjectives and predicateds (definite and indefinite)
examiner: house; big
Student: a big house
the big house
the house is big

d. demonstrative pronoun: in phrase and as subject of sentence

examiner:	house: big	houses: big
Student:	this house is big	these houses are big
	this is a big house	these are big houses

e. gender and number features in verb

examiner: introduce Yoram to Esther, and Esther to Yoram, and both to your parents

Student: Esther, meet Yoram.
Yoram, meet Esther.
Yoram and Esther, meet my parents -- Mom and Dad, meet Yoram and Esther.

examiner: Yonatan likes to tell stories.
examiner: Sarah.
Student: Sarah likes to tell stories.

examiner: I.
Student: I like to tell stories.

f. Forming questions

examiner: Ron lives in Netanya.
Student: Where does Ron live?

examiner: Ruti is coming from the library.
Student: Where is Ruti coming from?

examiner: Dalia is learning Hebrew.
Student: What is Dalia learning?

examiner: No. We are not planning to be home.
Student: Are you planning to be home?

PART V

Taped passages IN HEBREW

בשער לאנגלית

משה מזרחי מספר: אני לומד אנגלית. הספר משעמם. המורה משעמם. השער משעמם. אז מה אני עושה בשער? אני מדבר

ומדבר... המורה מלמד ומספר סיפורים באנגלית. ואני מדבר
ומספר סיפורים בעברית. המורה מלמד, אבל אני לא לומד.
אני לא מכין שעורים, ואני לא מבין אנגלית.

PART VI

Reading and Writing IN HEBREW

יונתן עובד בעיתון "הארץ". הוא כותב מאמרים בעיתון. הוא עובד במשרד. מה הוא עושה? הוא קורא עיתונים, שומע חדשות וכותב מאמרים. העבודה מעניינת, העיתון מעניין והמאמרים מעניינים.

(1) שאלות תוכן:

א. איפה עובד יונתן?

ב. מה הוא כותב?

ג. באיזה עיתון הוא כותב?

ד. מה הוא עושה בעבודה?

PART VII

Translation IN ENGLISH

Jonathan is busy. He is reading an interesting newspaper. He is reading Ma'ariv. Rina is also busy. She is writing a letter to Zvi's mother. Zvi's mother is busy. She is going to the bank. She works in the bank. She runs to work. At work she is not busy. She writes letters, reads the newspaper and listens to music.

Dr. Eleanor Jorden
Professor of Linguistics
Cornell University

I want to go back and talk about some of the basic concepts of the program. If we list the human components again from the negative standpoint, we have students, by and large, who are naive. They may have studied some language at some point, but they are not linguistically sophisticated. They really do not know what is ahead. The native speaker is by definition untrained. The manual says that one of the more successful types will be a peer of the students who happens to be on the campus. He has not been taught before. He doesn't really know anything about teaching. The coordinators almost never know the languages being offered and are from very different disciplines. They can be historians, they can be English teachers, they can be anything. Really, we have three groping participant groups here. Yet we know that the program does work, and it works very well indeed, if the goals are kept realistic, and the guidelines followed.

I don't think that we can expect that programs of this kind can be exactly the same as regular programs in a university. There is a depth in training in the regular program that we can't get here. A student who is spending only one or two hours a week with an untrained native speaker cannot be expected to achieve as much as students who are spending six, eight and ten hours with trained teachers and listening to professorial lectures with constant opportunities to ask questions and get questions answered. This program is set up for the institution where there are a few people who would like to get started in a language. Obviously, they are going on to graduate school and enroll in a regular program.

It's not a program for everybody. The self-instructional aspect has to be emphasized. The native speakers are to supplement work done with tapes. I remember one student whose examination was a disaster. I asked him how much time he spent with the tape recorder. He told me that I had to understand the fact that he didn't like tape recorders and had no intention of ever studying with one. He should never have been accepted in the program. If there is no tape listening, we have wiped out what we have set this program up to be. Some people are doing exactly this.

There's one category of student that I worry about very much. This is the student who speaks the language at home and thinks

this is a quick way to pick up some credit. This should not be permitted. Students in this category should only be accepted if they are required to move beyond where they are when they come into the program.

The screening process that was mentioned earlier is extremely important. It's very hard to measure motivation, but there should be some attempt to find out why any student is coming into the program. The MLAT, I think, does serve to identify people with very low language aptitude. I agree that you can not say that someone who scores in the 78th percentile will necessarily be better than someone who scores in the 72nd percentile or anything like that, but the non-language learner who has had serious difficulty in learning his own native language, will certainly be spotted by this test. There's a whole syndrome here, and there is literature on this now. People who simply cannot learn a second language should not be in a program of this kind.

The role of the coordinator should be stressed. No institution should ask someone to be a coordinator and feel that he should do this is his spare time. It takes a great deal of involvement. There should be regular sessions: sessions with the students and sessions with the tutors, with each group individually and with both groups together. It's not enough just to turn the manual over to everyone. There should be discussions of the manual about procedures that have been established and their justification. The examiners should be contacted early in the semester to answer any questions. Edna has mentioned this and I couldn't agree more. We should know some background information about the students in advance long before the day of the exam. The examiner should be consulted before a student starts anywhere but at the beginning of the program. I have known situations, for instance, where the student has announced to the coordinator at the beginning, "I have been in Japan. I have lived there. I was there in the military for a year. I get along fine in Japanese. I don't have to start at the beginning." What this student doesn't realize is that if he walks into a restaurant and points to a model of two shrimp and says three beefsteaks, he'll still get two shrimp and think he's using the language. Then he works with a Japanese native speaker who happens to be on campus and who is very pleased that this American is trying to learn his language. He wants, quite rightly, to be extremely encouraging and keeps praising the student. The student is really not moving ahead very well, but he gets constant reinforcement. At the end of the semester, the

dragon lady arrives and fails him. This is terrible. If the examiner is called at the beginning of the semester, two minutes on the telephone will establish whether or not the student can start at the advanced level.

How much material should be covered? It is unthinkable that someone who has done two or three lessons of a text should be given three or four college credits in a foreign language. Although there should be nothing to prevent a student from covering a great deal of material, there certainly must be some sort of minimum standard set up in terms of what must be covered in order to get credit. We can not really talk about advanced work in this kind of program, at least in an Asian language. The student simply needs too much reinforcement, and he can't get it in a few hours that he has with the native speaker. The sessions with the native speaker anyway are not necessarily the most productive. I think that the sessions with the native speakers are primarily motivational. They prove to the students that these languages are not just taught by tape recorders but that there are living, throbbing beings that make these noises, and the student needs the constant repetition and drill with the tapes. The instructors are not trained to provide supplementary material. They're not trained to explain. If they are trained, they are teachers. Then they are not in this program. If the student really works with the tapes, he can do a good job and do very well on the exam. He cannot do well if he has just been sitting around in these sessions and speaking English. One semester I had about 10 or 12 schools send me tape recordings of typical sessions. These sessions were very worrisome, if they became learning sessions. If, at least, the students are having 8 or 10 hours a week with tapes, then they can't be premanently harmed even with one or two sessions. And if the one or two sessions are good, then they get a great deal of reinforcement. But, if they have one or two bad sessions with no tape listening, then it is no longer NASILP.

Dr. James Gair
Professor of Linguistics
Cornell University

Since I agree thoroughly with everything that has been said before me, there is little to be said. But perhaps I can make a few small points which might serve by way of summary and these are very basic.

What are some of the functions of an examiner? One thing he does is to provide a set of certifying functions. He keeps the program honest. I have to put it bluntly. He is one of the few people, if he has been with the program for some time, who knows what goes on across the campuses and has some ides what it's like in different places. He has some idea of what the problems are with specific texts and specific languages and some ways to correct them, as well as steps to be taken to augment what's in the texts. Thus, in his validating function, he has some comparative notions about what has gone on across programs and to some extent what has made good programs. I think this first hand knowledge is useful to tap.

Secondly, what does an examiner expect as an examiner? Well, I thoroughly agree with what Edna said. We are testing a language. We are testing what the students' competence is. In the early stages we are measuring competence as an achievement, a particular input, a particular text, a particular set of materials that the students have been using, and this gives the program a unity and comparability across campuses. We are always dealing in this program with a relatively elementary stage. At the minimum, however, the student should have mastered what is in the book. That doesn't mean that he has read it only. For instance, one student told me, "Well, I read the chapter, and in fact, I read all three chapters. But I just forgot to remember the words." That does happen, but the exercise drills are in the book, and we do expect that the student would be able to master the minimum. In addition, the good student will have gone beyond that. He should be able to use it, and be creative with the amount of it that he has internalized. If the text book says, "How do you get to a hotel?" as the Hindi book does and then says in answer, "You go to the right.", I would think that after five lessons it would be possible for him to go to the left. Here the tutor has an extremely important function. In session with him, the student can get beyond what is on the tape, but he has had to have done the drills that are on the tapes.

It is sort of bad when a student comes in and he doesn't do too well. I ask how many hours he has worked with the tapes. He says "eight". I say, "eight hours a week, better than that you shouldn't do." He says, "No, eight hours a term." That has happened to me and believe it or not it has happened more than once.

In summary, first of all, we expect him to be responsible at the minimum for what's in the book - the dialogues and the exercises. He should have gone beyond that if possible. He should be able to do something creative. Of course, these components shift as he goes along. You expect more creativity the longer he's been in it. Here the tutor is absolutely indispensable.

If there is one thing that is not in this program unless put in, it's interaction. The student who has been to a regular program has had a lot of interaction in the language, and that includes simply being able to respond to things and come up with new things. It is not here except for the tutor and this is the major function that the tutor has. His sessions are absolutely indispensable for that and his time should not be wasted giving explanations for things he does not understand like the grammar in the text. He is not supposed to.

One of the great virtues of this program is that Peter Boyd-Bowman has picked out as good materials as are available for these languages. The materials are not intended for this purpose, none of them. They are intended for the class room where the kind of augmentation that I have been talking about does take place. This means that the student has to put more work in than he would have to put in in one of our courses, perhaps because he doesn't have these hours in the class. What comes into play here is the hydramatic principle in transmissions. A really good racing type transmission requires some skill on the part of the operator of the automobile. A hydramatic is intended so that any idiot can get in there and step on the accelerator. But this has implications, because the effort and the intelligence has to be in there somewhere. It has to be in either the transmission or in the driver. In this program, what I am saying in a perhaps oversimplified way, and this is the basic principle of engineering, is that in some way or other, this has to get in. If you are lacking the numerous input and the input of the trained assistant, you have to make it up in assiduity and some creativeness on the part of the student and that is one reason why there is a real cut off at least in my experience in terms of how some students go. Some students have a little more built in than others do, and so they do better.

At what point should writing systems be put in? It depends very much on the nature of the writing system, what it relates to in the spoken language, how well it relates to the spoken language and so forth. The strategy is different for various languages and text specifics. There are limitations in terms of the text being used. In Hindi, for instance, the Fairbanks text makes a transition from the transcription to the writing system automatically beyond Lesson 12. In Japanese, on the other hand, there is no automatic transition in the elementary materials although other materials may be used. This is one of the places where the examiner can be asked what the situation is with a particular language and the materials being used.

Coordinators should utilize the resources that are available within NASILP. These resources include the use of examiners as consultants, the handbook as an instrument, and the film on tutors for Japanese as a trainer. Most examiners are willing to be used in that way, in fact happy. The earlier examiners get into the act and are able to help, the better because the results come out happier. The handbook gives an idea what we are supposed to be doing. It does help to use the handbook to remind oneself now and then what one is doing. The parts on tutors and parts on what it means to learn a language are duplicatable and should be in the hands of the students, even if they don't have the handbook. The student should know what his task is in this program. It's a heck of a lot to ask a person to go into a room, sit down with a native speaker and over a tape recorder when he has never faced this kind of language learning before, and then expect him to come out knowing what he is doing. The fact that it does work is a big miracle to the extent that is does. So I think that the clearer the task can be for the student of what's expected of him, what the examiner expects, what the skills are he is supposed to come out with and some of the strategies he should use, I think, the better. As for the film, it's worth reminding people that it's available. Just one showing of that would do just so much good to new tutors that I can't over recommend its use.

In conclusion, I would like to tell one story. There was a girl whom I tested in one of the programs several years ago and she did extremely well. On the strength of this she got into one of our overseas programs (Hindi obviously) in India that we were running and she did very well there. I had the great pleasure about two weeks ago of appearing in a Conference with her in which she gave a paper. The Conference topic was "Concepts of Subjects: Notions of Subjects in the Grammar of Indo-Aryan and Dravidian

Languages". She gave a highly technical and excellent paper. She is well on her way to being a first rate colleague and contributor to Feudal Linguistics and South Asia Studies. I have had a few others like that. I think if we can get a few of those kinds of successes, it is most worthwhile.

DINNER MEETING

Dr. Ward Morehouse
Director, Council for International Studies and Programs (CISP)
State Education Department
The University of the State of New York

As far as Self-instructional Language Programs are concerned, it is absolutely vital that the critical elements of this program of language learning be maintained even more vigorously in the face of the increased need for the program. Many of you have been very much involved in different roles in this language program for some time but it strikes me that some of the same kinds of challenges which were very much on the agenda of the last meeting of NASILP are still very much with us. I think they center around the issue of the quality of NASILP standards and maintaining the quality of performance is more important than ever. Although you may wish to substitute credibility for quality, in the long run this is going to determine whether or not the self instructional language program is going to flourish to the degree that we totally imagine or languish. It also seems to me that this kind of insurance is essential for you who have, on your respective campuses, the never ending task of asserting and reasserting the creditability of what you are doing. If there is any type of message that I wish to leave for all of you this evening, it is that you picture directions in which this association should move and discuss how the association can help to develop quality programs and become a more effective instrument for serving the needs of all who are involved in coordinating or directing self instruction language programs. It is a pleasure for me to be with all of you again and renew my association with this enterprise that can contribute greatly to the future and move on to a whole new world of service to students who are anxious to enlarge their knowledge of the world and communicate.

Dr. Peter Boyd-Bowman
Executive Director of NASILP and
Professor of Spanish
State University of New York at Buffalo

Dr. Boyd-Bowman paid tribute to Ward Morehouse for his key role in bringing NASILP to its present state through a series of developmental grants from the Carnegie Corporation and the USOE between 1966 and 1972. He went on to enumerate the benefits of membership in NASILP and stressed the value of renewing such membership in order to maintain and improve the academic quality of one's program through continuous contact with SILPS everywhere in the country. He further reported that he was exploring with our host, Ed Neville of Canisius College and others, the feasibility of requesting foundation support to finance a three-year buildup of a regional structure involving approximately 500 institutions, a level which would make NASILP's secretariat sufficiently strong to support,without further outside assistance, a substantial program of services to its members. One suggestion would call for incorporating NASILP as a regularly constituted nonprofit educational organization with headquarters at Canisius College and the identification of a nucleus of veteran examiners such as Eleanor Jorden, Jim Gair and John McCoy who would take the initiative in setting forth guidelines for examiners and maintaining a nationwide roster of qualified examiners, on a regional basis, in various uncommonly taught languages.

RESOLUTION PASSED AT BUSINESS MEETING

BE IT RESOLVED that this Third Annual Business Meeting of the National Association of Self-Instructed Language Programs (NASILP) held on the 20th day of September, 1975, at Canisius College, Buffalo, New York, acknowledges that the association is in need of external support in order to continue and expand its services to member and potential member institutions alike in the important area of self-instructed languages and hereby authorize the NASILP Board of Directors:

1) to seek such funding and take such steps as may be required to obtain such funding, and

2) to incorporate as a non-profit educational association.

LEARNING CENTER: AN OUTLINE
by William Pang, Chico State, California

I. What's happening in langauge learning -- hardware and software

1. Existing language lab -- need to include video element (video cassette)
2. New language lab -- learning lab or auto tutorial lab -- a mixture of audio, video and visual element
3. Comparison of new media for language learning

   a. Color video cassette -- combines sound, picture and motion.
      More expensive but most effective and convenient medium for language learning.
   b. Synchronized slide/cassette or filmstrip/cassette -- inexpensive and convenient but does not show motion.
4. Need for new software -- long term development of video unit, synchronized/slides, etc.

II. Demonstration of new software

1. Mediated Chinese Writing/Reading/Listening course
   20-30 minute color video cassette lessons
   20 audio cassette writing/listening dictation exercises
   20 lessons of printed materials

   The video lessons have been used at California State University, Chico for over three years, Utah State for two years. Student resposnes and end results have been most positive in both schools.

2. Japanese Writing/Reading Fundamentals
   Four synchronized slide/cassette sets:
   a. Hiragana (59 slides, 1 cassette)
   b. Hiragana and combinations (57 slides, 1 cassette)
   c. Katagana (47 slides, 1 cassette)
   d. Katagana and combinations (47 slides, 1 cassette)

   It has been used in Japanese Level I - IV at California State University, very postive student and tutor responses.

3. Arabic Writing/Reading Fundamentals

Five 30-minute color video cassetts. These video lessons have been used at California State University, Chico for over a year. By using these video cassettes the University manages to have 2-3 weeks of tutorial hours for Arabic I and students responses have been most favorable.

III. Conclusion

The next stage of mediated materials development for language learning -- color video lessons of actual situational dialogues -- a demonstration of these materials may be arranged for next conference.

* *

A variety of materials were available in conjunction with Dr. Pang's demonstration, some of which are listed below.

(1) ARABIC WRITING-READING FUNDAMENTALS
A video cassette learning package for the purpose of:
* Self-instruction
* Student Assignment
* Classroom Teaching
It includes five thirty-minute video cassettes covering the fundamental phonology and writing of Modern Standard Arabic. Price - $260.00. Order from Y-P Production, 1088 Via Verona, Chico, California 95926.

(2) JAPANESE WRITING-READING FUNDAMENTALS
A Mediated Learning Package for the purpose of:
* Self instruction
* Student Assignment
* Classroom Teaching
It uses the most popular and reliable slide cassette format (self-advanced at standard 1000 H.Z. or audible signals).
It includes:
Part 1 Hiragana
Part 2 Hiragana and Combinations
Part 3 Katakana
Part 4 Katakana and Combinations
Total Price - $190.00. Order from Y-P Production, 1088 Via Verona, Chico, California 95926

(3) MEDIATED CHINESE WRITING/READING/LISTENING COURSE (College and Secondary) Both Regular and Simplified Versions

Includes:
1 Color Video Cassette on "Introduction to Chinese Writing" (can be used independently)
20 Color Video Cassettes on Chinese Writing/Reading/Listening Lessons
20 Audio Cassettes on Listening Dictation Exercises
This package has been successfully field tested and is currently being used at California State University, Chico and Utah State. It is designed for independent or individualized study as well as classroom use. It can be used as:

* Aid for Instructors (Level I - IV)
* Complete Self-Instructional Package

Complete Self-Instructional Package - Price $ 1500.00

For sale information, write to:

William Pang, Critical Languages
or IMC/AV
California State University, Chico
Chico, California 95926

NASILP
Treasurer's Report for 1974/75
Period Covered: May 1, 1974 to September 5, 1975

Balance 1973/74 Budget			$ 757.37
RECEIPTS			
Institutional Membership Dues 1974/75	(35)	3500.00	
Institutional Membership Dues 1975/76	(23)	2300.00	
Individual Membership Dues 1974/75	(3)	30.00	
Individual Membership Dues 1975/76	(5)	50.00	
Transfer to Adirondack Trust Co. from Buffalo Savings Bank		181.89	
Sale of Handbook		321.64	
Miscellaneous Receipts		27.25	
Interest for 1974 (May/Dec. 1974)		59.63	
Interest for 1975 (Jan./Sept 5, 1975)		62.24	
TOTAL RECEIPTS		6532.65	$6532.65
			$7290.02

EXPENSES	
Postage Handbooks (June 14, 1974) (1.95 + 0.24 check fee)	2.20
First payment to defray cost of printing Handbook (June 28, 1974)	196.72
For printing Newsletter No. 1 (September 17, 1974)	103.50
Postage Newsletter No. 1 (October 1, 1974)	66.24
Postage Handbooks (October 18, 1974)	1.87
Center for Critical Languages for cassettes and postage (November 8, 1974)	25.75
Dr. Boyd-Bowman for secretariat expenses (January 22, 1975)	1800.00
Postage Newsletter No. 2 (April 2, 1975)	66.26
For printing Newsletter No. 2 (April 18, 1975)	55.10
U.B. Food Service (April 23, 1975)	84.40

EXPENSES (continued)

Eleanor Jorden for textbooks (May 27, 1975)	3.50	
Walter Lagerwey editing tapes (July 8, 1975)	102.00	
Calvin College (July 8, 1975) Dutch cassettes	52.00	
Dr. Boyd-Bowman for secretarial and clerical expenses secretariat (Aug. 5, 1975)	650.00	
Walter Lagerwey set of tapes "Speak Dutch" (August 5, 1975)	102.00	
Emroy University Bookstore, refund 17 of our Handbooks (August 5, 1975)	17.00	
Dr. Boyd-Bowman for Long Distance calls (August 28, 1975)	16.02	
TOTAL EXPENSES	$3344.56	$3344.56
		$3945.46

Total Receipts	$7290.02
Less Expenses	3344.56
Balance on hand 9/5/75	$3945.46

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Dues paid as of September 5, 1975

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Wofford College Spartanburg, South Carolina 29801

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